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ABSTRACT

Materials contained in this career guidance unit are designed to develop student understanding of the Ohio Vocational Interest Survey (OVIS) given by the Mesa Public Schools (Arizona) to all ninth grade students. In addition to the test, student participation includes vocabulary study, survey charts, and optional English activities. The unit relates results of the test to students' educational and vocational planning. The two-to-five week unit is developed in two parts. Part 1 leads up to and includes the administration of OVIS. A series of optional activities is included with criteria to enable the activities to be used for English evaluation. Part 2 relates the student's test results to educational and vocational planning. Both parts contain goal statements, performance objectives, instructor's information (including estimated lesson time, suggested grouping, content outline, new vocabulary, learner prerequisites, instructor's preparation tasks, resources), and a detailed outline for developing the lesson. The student booklet containing activities related to the interest survey test is attached. (TA)

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J-9 201.00

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CAREER GUIDANCE

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WHAT DO I LIKE—
WHAT CAN I DO?

CE 005559

MESA PUBLIC SCHOOLS DR. GEORGE N. SMITH—SUPERINTENDENT MESA, ARIZONA

Developed by the Guidance staff of

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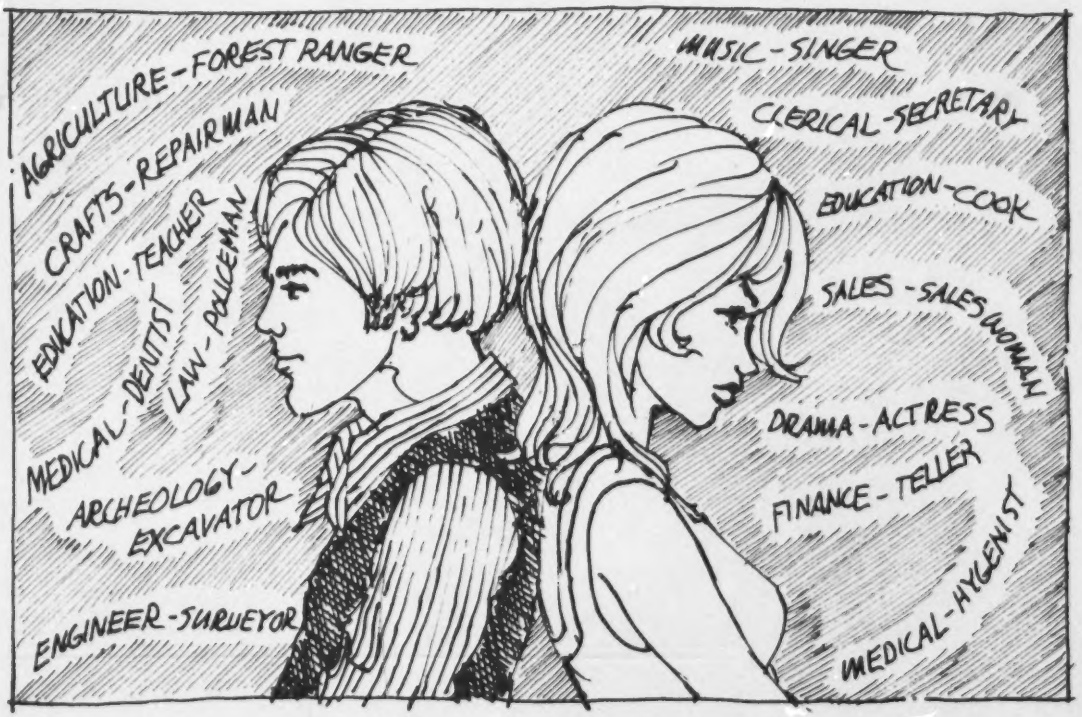
WHAT DO I LIKE—
WHAT CAN I DO?

The purpose of this unit is to help the student identify through testing outstanding interests and relate them to his educational and vocational planning.



I. UNIT RATIONALE

This career unit is designed to develop student understanding of the Ohio Vocational Interest Survey given by the Mesa Public Schools to all ninth grade students. In addition to the test, student participation will include vocabulary study, survey charts, and optional activities. The unit will also relate the results of the test to the student's educational and vocational planning, specifically the student's secondary program as related to his educational and vocational goals.

II. INTENDED USE OF UNIT

A. Grade Placement: 9th grade

B. Duration of Unit: 2 to 5 weeks

C. Special Considerations: This unit has been developed into Part I and II. Part I leads up to and includes the administration of the Ohio Vocational Interest Survey (OVIS). During the interval of two or three weeks before test results are received, you, the teacher may choose to use Part IA, a series of optional English activities. Part II is structured to be given at your convenience, possibly as a pre-registration activity.

The following alternate schedules are suggested: (See attached calendar)

1. Administer the OVIS (two class periods) and the General Aptitude Test Battery (GATB) (4 class periods). The latter will be scored by district personnel immediately. While waiting for the OVIS scores, follow the English oriented activities listed in Part IA. This testing schedule will provide the student an opportunity to correlate his interests and attitudes and provide you, the teacher, with a suggested means of meeting some of the district's English goals. (See marginal references in this supplement.)

2. Administer the OVIS test (2 days) and the Differential Aptitude Test (DAT) (6 days). Again the student will be provided an opportunity to correlate interests and attitudes. During the scoring interval select optional opportunities from the teacher's guide Part IA.

3. Administer the OVIS test. Follow the teacher's guide which provides activities for the three week interval before the test restults will be received.

4. Administer the OVIS test. Resume teacher-planned activities. Evaluate test results following the Student Guide, Part II.

Parts I and II may be used either as large group or as independent study activities. Part IA, optional activities, is placed last in this teacher-counselor supplement and appears here only. Criteria are included which will enable you to use the activities for English evaluation.

TIME BLOCK FOR

ALTERNATE TESTING SCHEDULES

WEEK	M	T	W	TH	F
1	R'	R'	R'	OVIS	OVIS
2		DAT	DAT	DAT	DAT
3	DAT	DAT			
4	GATB	GATB	GATB	GATB	
5	R^2	R^2	TEST RESULTS INTERPRETED AND CORRELATED		

Notes:

1. R-regular unit activity
2. Teachers should check school calendars for non-school days and pre-scheduled events.
3. DAT should be given as soon as possible after the OVIS.
4. GATB can be given whenever it can be scheduled.

III. INSTRUCTIONAL SEQUENCES

GOAL STATEMENT J9-201.00

Through testing and other related activities the student will be able to relate his interests to educational and vocational planning.

PART I

A. Performance Objective J9-201.01: Following teacher directed orientation, the student will complete an interest inventory test.

1. Instructor's Information:

   a. Estimated Lesson Time: Five 50 minute periods

   b. Suggested Grouping: 25-35

   c. Content Outline:

      (1) Projecting into the future

      (2) Viewing a filmstrip

      (3) Studying vocabulary

      (4) Responding to an interest inventory

   d. New Vocabulary:

      (1) Appraisal
      (2) Apprenticeship
      (3) College Preparatory
      (4) Cosmetology
      (5) Intelligent Quotient
      (6) Manual
      (7) Motivation
      (8) Percentile
      (9) Personnel
      (10) Potential
      (11) Profile
      (12) Promotion
      (13) Questionnaire
      (14) Stanine
      (15) Technical
      (16) Vocational

   e. Learner Prerequisites: None

   f. Instructor's Preparation Task:

      (1) Provide copies of Student Booklet

      (2) Preview filmstrip

(3) Secure OVIS test materials

(4) Prepare spelling list for dictation

(5) Prepare vocabulary - matching test key

g. Resources:

(1) Student booklet

(2) Filmstrip: What Tests Tell

(3) Test materials: Ohio Vocational Interest Survey

2. Developing the Lesson:

a. Introduction:

This will be 5 days of orientation and test taking. You will direct the activities outlined in the Student Booklet. You may choose to have the group progress at the same rate or you may allow each student to work independently at his own rate of speed.

b. Student Tasks:

Teacher will check and initial the starred activities which may be used for evaluation

TGII,B,1,b-c-d (1) Participating in discussion about 1985

(2) Completing the checklist In 1985

TGI, A-2,B-3,E-2-3-7-8 *(3) Writing a paragraph Me in 1985

(4) Viewing filmstrip What Tests Tell

(5) Answering question about filmstrip

TGI,B (6) Writing spelling words as dictated

*(7) Correcting spelling words

TGI-C-5 (8) Matching definitions with spelling words

*(9) Checking answers to matching test

Test Procedures (10) Completing OVIS packet

(11) Completing OVIS Student Information Survey

(12) Completing OVIS Interest Inventory

c. Summary:

You have helped the student think about his future goals and the need to direct his activities toward them. You have given him orderly procedures to follow and introduced him to words vital to understanding of the unit. You have administered the interest survey.

d. Options:

(1) Dictionary study-vocabulary

e. Enrichment:

(1) Use vocabulary words in sentences.

(2) Develop word puzzles from vocabulary words.

3. Evaluation:

a. Tests:

(1) Filmstrip quiz

(2) Spelling test

(3) Vocabulary word test

b. Keys:

(1) Filmstrip quiz

(2) Spelling list

(3) Vocabulary matching quiz

Key: Filmstrip quiz: What Tests Tell

a. Aptitude b. Achievement c. College entrance board

d. Intelligence test

b. National Local Grade

c. Several answers possible including the following:

a. Aptitude b. Ability c. Motivation d. Creativity

e. Idealism

Spelling List: (Activity I,6)

(1) appraisal

(2) apprentice

(3) college preparatory

(4) cosmetology

(5) intelligence quotient

(6) manual

(7) motivation

(8) percentile

(9) personnel

(10) potential

(11) profile

(12) promotion

(13) questionnaire

(14) stanine

(15) technical

(16) vocational

This list may be used as a correcting key also.

Vocabulary Matching

A. 4	I. 6
B. 14	J. 8
C. 2	K. 10
D. 9	L. 1
E. 16	M. 5
F. 7	N. 11
G. 13	O. 15
H. 3	P. 12

PART II

C. Performance Objective J9-201.03: With the instructor's help the student will be able to relate his test results to his educational and vocational planning.

1. Instructor's Information:

a. Estimated Lesson Time: 4-6 days depending upon test administration

b. Suggested Grouping: 25-35

c. Content Outline:

(1) Evaluating current educational program

(2) Viewing filmstrip High School Course Selection and Your Career

(3) Vocabulary comprehension

(4) Test score interpretation and correlation

d. New Vocabulary: None

e. Learner Prerequisites: J9-201.01

f. Instructor's Preparation Tasks:

(1) Contact subject teachers about student interviews regarding purpose of class

(2) Study interpretation of OVIS and other relevant tests

a. Understand application of test scores to occupations

b. Understand correlation of test scores if relevant

(3) Schedule counselor in class room

g. Resources:

(1) Filmstrip High School Course Selection and Your Career

(2) Manuals for interpreting relevant tests

(3) Sample profile sheets

2. Developing the Lesson:

a. Introduction:

This is the final stage in the testing process. You will ask the

student to record his past school performance and his present level of achievement and examine the purposes of some of his current classes. You will test his understanding of the vocabulary relating to the standardized tests, and you and the counselor will help him to interpret the scores of the standardized tests in relation to his present status and future plans.

b. Student Tasks:

(1) Completing subject survey chart

(2) Checking high school program choice

(3) Writing out student idea of purpose of 3 current classes

(4) Interviewing 3 current teachers

*(5) Writing out teacher statements

(6) Viewing filmstrip <u>High School Course Selection and Your Career</u>

(7) Completing filmstrip quiz

(8) Completing vocabulary test

*(9) Correcting vocabulary test

(10) Recording test scores on chart (s)

(11) Re-evaluating student survey chart on basis of 3 questions

*(12) Having survey initialed by instructor/counselor

(Each student should have the opportunity for a conference with the instructor and/or counselor regarding his test results and their effect on his proposed high school program.)

c. Summary:

Through test results and conferences with you and the counselor, the student has had the opportunity to gain insights which should help him plan his educational and vocational program.

Use as much time as possible in these individual conferences as it

is an excellent time to answer questions which would otherwise arise at registration. It can be very motivational in showing the student several career possibilities which he can check out in selected high school courses and in part-time jobs.

d. Other Options: None

e. Enrichment:

(1) Pursue one or more of your related occupations using the Ohio Vocational Interest Survey Guide to Career Exploration, available from your counselor.

T.G.I.,A-2
T.G.I. E-2,3,7-8
T.G.I.,B-3

(2) Write at least one paragraph about future educational/vocational goals.

3. Evaluation:

a. Test samples: None

b. Answer key:

Vocabulary sentence test

b. Keys:

Key to Activity 8, Part II

a. 12

b. 8

c. 4

d. 10

e. 2

f. 14

g. 16

h. 11

i. 3

j. 9

k. 13

l. 1

m. 7

n. 5

o. 11

p. 15

PART IA

A. Performance Objective J9-201.02: When directed, the student will complete English Goal orientated activites related to his current interests.

1. Instructor's Information:

a. Estimated Lesson Time: up to 15 days

b. Suggested Grouping: individual to large group

c. Content Outline:

(1) Speech activities

(2) Writing activities

(3) Reading activities

(4) Interviewing and surveying

(5) Viewing a filmstrip and/or a film

(6) Completing aptitude test

d. New Vocabulary: Specified for each activity

e. Learner Prerequisites: J9-201.01

f. Instructor's Preparation Tasks: Specified for each activity

g. Resources:

(1) Anthologies and other available reading materials

(2) Ditto listed for each activity

(3) Dittos for word game (s)

(4) Filmstrip: Choosing Your Career

(5) Film: 1999

2. Developing the Lesson:

a. Introduction:

You may use any one or all of the following English Goal oriented activities which seek to develop the student's perception of the value of recognizing his interests. Each activity is independent and no

particular sequence must be followed.

b. Student Tasks:

(1) Participate in a panel discussion on interests.

(2) Present a demonstration speech.

(3) Write an autobiography explaining the development of your hobby or special interest.

(4) Read the assigned literary selections and complete the Reading Direction Sheet.

(5) Interview at least one relative or acquaintance and complete the Interview Direction Sheet.

(6) Complete the Community Interest Direction Sheet.

(7) View Film 1999 and write at least one paragraph about the most significant change present in the film.

(8) Complete GATB.

(9) Complete DAT.

c. Summary:

Now that you have adapted the suggested activities to your particular teaching schedule, you are ready to continue on to the interest test results. Whether you did only one activity in depth or did all seven possibilities, these should have enriched the student's perception of the value of his own interests.

d. Other Options: Word Games

e. Enrichment: Specified for each activity.

e. Evaluation: Specified for each activity.

1. Instructor's Information for Activity 1: Participate in a panel discussion on interests.

a. Estimated Lesson Time: 2 days to 2 weeks

b. Suggested Grouping: Small groups

c. Content Outline:

(1) Viewing a filmstrip

(2) Class discussion/brainstorming

(3) Small group discussion

(4) Writing activities

(5) Class presentation

d. New Vocabulary:

(1) Panel discussion

(2) Symposium

(3) Extemporaneous

e. Learner Prerequisite: J9-201.01

f. Instructor's Preparation Tasks:

(1) Preview filmstrip: Choosing Your Career (You may decide to use Part I only)

(2) Prepare student dittos.

(a) Panel discussion direction sheet

(b) Student evaluation sheet

(3) Preparing note-taking/outlining guidelines if relevant.

g. Resources:

(1) Filmstrip: Choosing Your Career

2. Developing the Lesson:

a. Introduction:

This activity can be of one - three days duration or it can be expanded to a week or two week speech unit, depending upon your needs and those of your students.

You, the teacher, decide if you want to follow the format for a panel discussion (prior preparation, extemporaneous speeches) or a symposium (prior preparation and prepared speeches). Either of these methods will adapt itself to note taking, outlining, and other

writing skills which lend themselves to evaluation if you so desire.

Introduce the topic and your goals for the activity. Indicate the anticipated length of time and specify if and how you will evaluate the activity.

(1) Show the filmstrip: Choosing Your Career

(2) List interest areas on the chalkboard (sports, crafts, collections, etc.). Ask the students to indicate preferences and form panel groups.

(3) Brainstorm interest areas (have students call out interests as you write them on the chalkboard). Form panel groups on the basis of student interests.

(4) Prepare in advance a list of interests and preassign students to a specific group.

Supervise the formation of panel groups and appoint or have students choose group leaders. Give each student a Panel Discussion Sheet and Student Evaluation Sheet. Be certain that the time sequence is clearly understood. You will need to give specific directions and guidance, depending upon your decision as to the scope of this activity.

Check on student progress. It may be necessary to revise your time schedule or re-assign individual members. This will perhaps be the most demanding period of the activity. Evaluation will bring its own rewards when you will be surprised at the diverse ideas the students will project.

b. Student Tasks:

(1) Participate in class discussion.

(2) Work in small groups.

(3) Prepare panel presentation as directed by the teacher.

(4) Present panel before class.

c. Summary:

At the conclusion of this activity, your students have had an opportunity to explore the area of interests and, hopefully, develope

greater skill and confidence in presenting their ideas to others.

You may have decided to have the students participate in the evaluation of the panel presentation, in which case you will need to reproduce multiple copies of the student evaluation.

3. Evaluation:

   a. Student Check List

   b. Student Panel Evaluation

1. Panel Discussion Direction Sheet

You are going to participate in a panel discussion as directed by your teacher. As a member of a group, you will have certain responsibilities.

a. Investigate the problem, an interest area. Decide with the other group members the direction of your presentation. Remember the object is to share ideas and work together.

b. Help decide the responsibilities of each member of the panel: what you will talk about and what materials, if any, are your particular responsibility.

c. Listen carefully to what others say. Be open to the ideas of others.

d. Participate with enthusiasm. Don't dominate the discussion, but assume your share of responsibility.

Group Member Checklist	Leader's Checklist
1. General topic: _____	1. Open discussion _____
2. My specific area: _____	2. Guide group thinking _____
3. Possible sources of Information: _____ _____ _____	3. Secure participation of everyone _____
4. Required materials: _____ _____ _____	4. Assign individual tasks _____
5. Time limit:	5. Check group/individual progress _____

1. Student Panel Evaluation

Group Member	P(4)	A(3)	G(2)	E(1)
1. Presented worthwhile information.				
2. Followed logical pattern in presenting information				
3. Contributed enthusiastically.				
4. Contributed an effective number of times.				
5. Listened carefully to others.				
6. Spoke loudly and clearly.				
Other comments:				

*P=Poor A=Average G=Good E=Excellent

Group Leader Evaulation	P(4)	A(3)	G(2)	E(1)
1. Introduced panel effectively.				
2. Kept discussion moving.				
3. Included all members.				
4. Provided needed transitions.				
5. Brought discussion to satisfying end.				
Other comments:				

*P=Poor A=Average G=Good E=Excellent

1. Instructor's Information for Student Activity 2: Give a demonstration speech.

   a. Estimated Lesson Time: 2-3 class periods, depending on number participating.

   b. Suggested Grouping: Large group 25-35
      Small group 10-choice
      Individual enrichment (teacher or class option)

   c. Content Outline:

      (1) Defining the demonstration speech.

      (2) Discussion of speech organization.

      (3) Establishing criteria for evaluation.

   d. New Vocabulary:

      Demonstration Speech*

      Criteria*

      Eye Contact*

      Brainstorming*

      (These are used in unit)

   e. Student Prerequisites: J9-201.01

   f. Instructor's Preparation Tasks:

      (1) Be familiar with brainstorming, speech organization and six criteria

      (2) Prepare ditto master of student direction sheets.

   g. Resources:

      Ditto master for direction sheet

2. Developing the Lesson:

   a. Introduction:

      This activity can arouse a great deal of interest among students and often reveals much about students which may surprise you.

A student direction sheet is attached. This may be dittoed and distributed to the class group or it may be used by volunteers only.

If you assign a demonstration speech* to part of or the whole group, you will wish to introduce the subject of interests first. Brainstorming* - asking students to call out names of their hobbies, collections or recreational activities (e.g. macrame, tropical fish, surfing) as you write them on the board is a good motivational procedure, especially if you include some nonsensical suggestions from the students.

Ask each of the assigned students to decide on a subject reflecting his interests with which he can use visual aids. Discuss the problems in bringing these props to school. Discuss ways to use them effectively in the speech including the use of the blackboard which may be used during a speech, for football chalk talks or motorcycle diagramming or sketching.

Discuss the purpose and organization of this speech: the importance of getting audience interest from the first sentence, the logical development of the topic, and the need for an effective and summarizing conclusion.

Discuss the six criteria* on which the speeches are to be judged.

The student will hand you his outline page before he begins speaking. You will comment on his effectiveness on the six points or you may ask the class to evaluate him using a simple checklist based on the six points.

	P	A	G	E	
1. Choice					
2. Use of visual aids					
3. Organization					
4. Eye contact* and facial expressions					
5. Appearance and posture					
6. Language usage					

*Poor, Average, Good, Excellent

b. Student Tasks:

1. Considering his special interest.
2. Considering visual aids.
3. Outlining his speech.
4. Giving the speech with use of visual aids.

c. Summary:

This should be an interesting experience for both the speaker and the listeners. Enthusiasm should build as the talks progress. It is a relatively painless speech activity in which even the most shy should be willing to participate.

3. Evaluation:

a. Student direction sheet

2. Demonstration Speech Direction Sheet

Use a separate sheet of paper, head it as directed, and complete the following:

1. Name the interest which will be the subject of your speech.
   A. How long have you had this interest?
   B. What started it?
   C. How much time do you devote to it?

II. List visual aids to be used in developing your topic.
   A. Posters
   B. Slides
   C. Records
   D. Props
   E. Collections
   F. Blackboard diagrams

III. Explain the purpose of your speech.

IV. Outline your speech.
   A. Title
   B. Introduction
   C. Body
   D. Conclusion

V. Hand your completed sheet to the instructor as you begin your speech. You will be evaluated on the following criteria.
   1. Choice of topic
   2. Use of visual aids
   3. Organization
   4. Eye contact and facial expression
   5. Appearance and posture
   6. Language usage

1. Instructor's Information for Student Activity 3: Write the autobiography of one of your interests.

   a. Estimated Lesson Time: 2 class periods

   b. Suggested Grouping: Individual to large group

   c. Content Outline:

      (1) Distinguishing between an autobiography and a biography.

      (2) Choosing an interest.

      (3) Writing an autobiographical account of an interest.

   d. New Vocabulary: Autobiography

   e. Student Prerequisites: J9-201.01

   f. Instructor's Preparation Tasks:

      (1) Prepare ditto master of direction sheet.

   g. Resources: Dictionaries

2. Developing the Lesson:

   a. Introduction:

      This activity may appeal to only a small group of students who enjoy writing creatively or it can be used as a writing assignment for the whole class. The finished composition may be a familiar essay which provides you with an opportunity to acquaint the class with that literary form if you so desire.

      Give the students the direction sheet which is included in this activity and can be thermo-faxed or used for a ditto master. Talk about the meaning of "auto" and "biography" and discuss any autobiographies or biographies they have read.

      Discuss the importance of choosing an interest which has been established in your life over a period of time. This is not rigid, however, for a student may have a comparatively new interest which he can project into the future with enthusiasm.

Set up your standards for the writing. Review the use of topic sentence and paragraph development.

Give examples:

1. "When I was in elementary school, I became interested in _____."
2. "Now that I am in ninth grade, my interest in _____ is even stronger."
3. "I expect to remain interested in _____ all the time I am in high school, but after graduation I may not have as much time for it."

Set your own evaluation standards for neatness, completeness, and interest.

b. Student Tasks:

(1) Understanding the difference between "biography" and "autobiography."

(2) Discussing reading in this area.

(3) Choosing an interest.

(4) Writing an autobiographical account.

c. Summary:

You may ask for rough drafts and final copies of this autobiographical account if you wish to use it as a composition assignment. These should be interesting enough to have them read aloud in class by the author, if he volunteers, or by the teacher.

d. Other Options: None

e. Enrichment:

Student should be encouraged to read a biography or autobiography for his next book report, especially one that concerns his current interest or possible future career.

f. Evaluation: Student direction sheet

3. Interest Autobiography Direction Sheet

Use a separate sheet of paper, head it as directed, and complete the following:

I. Define autobiography, underlining the part of the definition which distinguishes it from biography.

II. Write the names of any autobiographies or biographies you have read including any of the following:

Autobiographies:

1. Bob Gibson: From Ghetto to Glory
2. Anne Frank: Diary of Anne Frank
3. Betty McDonald: The Egg and I
4. Gerald Durrell: Birds, Beasts & Relatives
5. Helen Keller: Story of My Life
6.
7.
8.

Biographies:

1.	4.	7.
2.	5.	8.
3.	6.	

III. Name the interest you will use for the autobiography.

A. How long have you had this interest?

B. What started it?

C. How much time do you devote to it?

D. What special equipment or conditions does it involve?

IV. Using your answers to the above questions to guide you, write an autobiographical account of three paragraphs in which you relate the development of your particular interest from your first exposure to it until the present, as well as any future development you can predict. Be humorous or serious. Make it very personally yours.

1. Instructor's Information for Activity 4: Read the assigned story and complete the questions.

   a. Estimated Lesson Time: 2 days or as long as desired

   b. Suggested Grouping: Individual to large group

   c. Content Outline:

      (1) Reading assigned selections

      (2) Small group discussion

      (3) Large group discussion

      (4) Completing reading direction sheet

   d. New Vocabulary:

      (1) conflict
      (2) context
      (3) depicted
      (4) relevant
      (5) selection
      (6) vocation

   e. Learner Prerequisites: J9-201.01

   f. Instructor's Preparation Tasks:

      (1) Read and select appropriate selections from available anthology or other sources.

      (2) Prepare student dittos - reading direction sheet.

   g. Resources:

      (1) Insights Themes in Literature - McGraw-Hill Book Co.

         (a) Non-fiction

            1. "Episode of the Bushmaster," p. 32
            2. "Pasteur and the Mad Dog," p. 60
            3. "Historian of the Wilderness, Francis Parkman," p. 154
            4. "High Challenge," p. 171
            5. "A Boy Who Was Traded for a Horse," p. 184
            6. "How I Learned to See," p. 266

7. "The Great Bird," p. 425

8. "A Pilot's Needs," p. 586

(b) Fiction

1. "That's What Happened to Me," p. 95

2. "The Long Summer," p. 554

3. "An Underground Episode," p. 561

(2) Teacher's Resource Guide for Insights Themes in Literature

(3) Student dittos

2. Developing the Lesson:

a. Introduction:

This literature activity is designed to utilize short selections, fiction and non-fiction, to develop the student's awareness of the many facets of interests, abilities, and achievements. The non-fiction selections are, obviously, biographical or autobiographical. The fiction selections relate the experiences of young people in work situations. The Reading Direction Sheet provides questions about interests and vocations as well as literary techniques and vocabulary. You may wish to use this activity to introduce or re-enforce the literary technique of conflict. It is assumed that you, the teacher, will use those questions which fit your teaching needs and techniques.

If used as an introductory activity, large or small group discussion identifying interests and their relationship to vocations could provide motivation for reading the required selections. The study questions can be easily answered by individual students or provide the basis for discussion on whatever group organization fits your teaching needs. The questions are broad enough to be adaptable to the texts which are available to you, yet specific enough to be used for evaluation if you so desire.

b. Student Tasks:

(1) Participate in group discussion as directed.

(2) Read assigned selections.

(3) Complete the Reading Direction Sheet

c. Summary:

Whether you use Insights or another anthology available to you, you have the opportunity to expand your student's appreciation of the importance of motivation in human endeavor through their reading. Obviously, not all the students (if any) will read all of the selections. The choice of the best ones for your particular students must be determined by you. However, whether you use this activity in the beginning, as a correlation with speech unit, or as the prime instructional area while awaiting test results, it can be developed as a valuable and enjoyable reading - discussion program.

d. Other Options:

(1) Any other anthology

(2) Miscellaneous short selections

e. Enrichment:

(1) Additional reading about the figures in the assigned selections.

(2) Written reports about the figures.

(3) Compare and contrast compositions.

3. Evaluation:

a. Student study guide

Reading Direction Sheet

Use a separate sheet of paper, head it as directed, and complete the following:

1. Title of the selection.
2. Your reading time.
3. Fiction or non-fiction?
4. Describe the main character. Include details such as name, age, and other relevant facts.
5. When did the main action of the story take place? Your answer may be stated as a specific time, season, or in more general terms. Be as inclusive as possible.
6. Where did the main action take place?
7. Which interest of the main character is depicted in the selection?
8. Was the interest related to the character's vocation? Explain your answers in 1 - 3 complete sentences.
9. How long had he/she had this interest?
10. What equipment or conditions were necessary to develop or pursue the interest?
11. How much time did he/she devote to this interest?

12.a From the selection list 3 words (not the names of people or places) that are new to you.

b Copy the sentence or complete phrase in which they appear.

c Using your dictionary give the best meaning for the word in context.

13. What is the conflict presented in the selection? Explain or describe in complete sentences.

1. Instructor's Information for Activity 5: Interview at least one relative or acquaintence.

   a. Estimated Lesson Time: 2 class periods

   b. Suggested Grouping: Individual to large group

   c. Content Outline: Interviewing

   d. New Vocabulary: Interview

   e. Learner Prerequisite: J9-201.01

   f. Instructor's Preparation Tasks: Prepare student ditto sheets

   g. Resources: Ditto master

2. Developing the Lesson:

   a. Introduction:

      This interview activity will give the student an opportunity to explore the interests of friends and/or family. It may be used as an individual assignment or group activity.

      The student will interview someone he knows and complete the questionnaire according to your directions. You will need to explain the questionnaire to the student (s). If this is used an as introductory activity, you will need to elaborate upon the idea of interests (sports, hobby, etc.). A suitable class activity might be role playing with one student interviewing another before the class. Conceivably, interview problems might surface for teacher-student clarification. If you intend to use the questionnaire for evaluation, you will need to develop and explain your criteria for neatness, use of pen or pencil, etc.

   b. Student Tasks:

      (1) Interview at least one relative or friend.

      (2) Complete the interview questionnaire.

c. Summary:

This activity can be used as a fill-in activity for all or some of the students or can be expanded (see enrichment). In either case, it will be wise to allow several days between making the assignment and expecting completion.

d. Other Options: None

e. Enrichment:

(1) Write a report in paragraph form utilizing the information in the questionnaire.

(2) Prepare a bulletin board montage using newspaper/magazine pictures representing interests reported on the questionnaire.

5. Interview Direction Sheet

Use a separate sheet of paper, head it as directed, and complete the following:

1. Name of person interviewed _____
2. Relationship to you _____
3. Age: Under 20 _____ 21-25 _____ 50+ _____
4. Occupation _____
5. What are your 3 major interests outside of your job?

   a._____ b._____ c._____
6. Which of these provides you the greatest satisfaction?

   _____
7. How long have you had this interest? _____
8. How much time do you devote to it? _____
9. How did you develop this interest? _____
10. Are there any problems related to your interest? (Example: expense, space, etc.) _____
11. What is its greatest value to you? _____
12. Other comments: _____

_____

_____

_____

1. Instructor's Information for Activity 6: Complete a community interest worksheet.

   a. Estimated Class Time: 2-5 periods

   b. Suggested Grouping: Individual to large group

   c. Content Outline:

      (1) Surveying community recreational opportunities

      (2) Relating opportunities to interests

   d. New Vocabulary: Cinquain

   e. Learner Prerequisites: J9-201.01

   f. Instructor's Preparation Tasks:

      (1) Prepare ditto masters for direction sheet and Choice sheets

      (2) Have 3 local telephone books available

      (3) Nave newspapers available

   g. Resources:

      (1) Local telephone books

      (2) Newspapers

2. Developing the Lesson:

   a. Introduction:

      There are usually some recreational opportunities available in any community with which the student is unfamiliar. This survey is designed to have him appraise his community offerings in the recreational field and relate these offerings to his own interests.

      The final evaluation can be based on his response to IV of the student direction sheet which is attached. He is given a choice of 4 activities, 2 of which involve writing, 1 role playing, and 1 newspaper reading. Each student should find one activity that suits his thoughts about his community and his interests. Activity sheets are to be available for their examining.

b. Student Tasks:

(1) Complete community survey (I, II)

(2) Answer questions (III)

(3) Choose and complete one activity related to community and interests (IV)

c. Summary:

The student follows the direction sheets until he reaches Part IV. He may want to look at all 4 choice sheets before he decides on a particular activity, or he may have an original idea he wishes to develop. Some discussion should result naturally from these activities.

d. Other Options: None

e. Enrichment:

(1) Students may wish to illustrate the poetry.

(2) Students may wish to make a class bulletin board of community items

3. Evaluation:

a. Part IV, direction sheet

6. Community Interest Direction Sheet

I. Give name and address of 3 or more examples within Mesa or a 5 mile radius of your home of each of the following:

a. Community parks: 1._____ 2._____ 3._____

b. School and/or community swimming pools: 1._____ 2._____ 3._____

c. School and/or community tennis courts: 1._____ 2._____ 3._____

d. Public bowling alleys: 1._____ 2._____ 3._____

e. Community year-round library facilities: 1._____ 2._____ 3._____

f. Community movie theaters:

Walk-ins: 1._____ 2._____ 3._____

Drive-ins: 1._____ 2._____ 3._____

g. Community auditoriums for plays and concerts: 1._____ 2._____ 3._____

h. Other community sports areas: 1._____ 2._____ 3._____

i. Other community entertainment areas: 1._____ 2._____ 3._____

II A. Using the local telephone book, let your fingers do the walking through the yellow pages and choose three examples from each designated listing (star any to which you or your family belong):

a. "Clubs": 1._____ 2._____ 3._____

b. "Associations", "Fraternal Associations", "Youth Organizations and Centers": 1._____ 2._____ 3._____

c. "Churches" - 3 largest denominations (having the most churches), Include all versions of church name as one denomination.

1._____ 2._____ 3._____

d. When possible, list other civic service organizations not listed in telephone book with which you are familiar.

1._____ 2._____ 3._____

e. When possible, list other youth organizations not listed in telephone book with which you are familiar.

1._____ 2._____ 3._____

B. Give name and address of 1, 2, or 3 examples of the following:

a. Hobby supply stores

b. Sporting goods stores

c. Bookstores

d. Pet shops

III A. For which of your interests does the community provide? Explain.

B. For which of your interests do you have to go out of the community? Explain.

C. In what way does the climate in which you live influence your interests?

IV. Respond to one of the following, using one or more of your interests in relation to the community offerings. The instructor has directions for each of these four activities.

1. Write a cinquain or other type of poetry.

2. Write an editorial or "Letter to the Editor".

3. Role play a situation.

(TG IV) 4. Clip news items.

Choice Sheet

1. How to write a cinquain:

   A cinquain is a French word describing an Oriental poem of five lines. Each line has a specific purpose.

   Line 1 _____ Names 1 word subject (Noun)

   Line 2 _____ 2 descriptive adjectives

   Line 3 _____ 3 Action verbs, verbals

   Line 4 _____ A 4 word sentence

   Line 5 _____ 1 word re-cap or synonym

   Example: Tennis

   Active, Challenging,

   Running, Lobbing, Serving,

   The ball bounces back-and-forth

   Strenuous!

   The form is fairly fixed, but it can adapt to variations when it seems indicated.

2. How to write an editorial or "Letter to the Editor".

   This type of writing is classified as argumentative or persuasive writing because its purpose is to convince the reader that your opinion is right. You need to state your opinion clearly in your topic sentence, develop your argument in a logical manner, and make a forceful conclusion. The "Letter to the Editor" follows regular letter writing format with "Dear Sir:" as the salutation and an appropriate complementary closing. If the letter is sufficiently timely and well expressed, the student should send it to the local paper for possible publication. It should be carefully proofread first, however.

3. How to role play a situation:

The student enlists the help of other students to aid in presenting the situation t[illegible]e class. They may choose to develop this by the right way/wrong way presentation or by a glaring example of the ways in which a situation is wrong at present.

Each member of the cast must understa[illegible]his role clearly. A few rehearsals in the hall should establish the action. Staying in character in front of the audience is very important also, and the use of a few props adds to the effectiveness of the performance.

Sample situations:

There's never anything going on.

Our community needs an active youth center.

I like to live here.

Our community offers many opportunities for recreation.

4. How to report on news items:

The student should have access to one or more papers from which he can clip desired news items. He should choose related items which do one or more of the following:

1. Give information about one of his current interests.
2. Discuss a community situation regarding recreation or entertainment.

After he has accumulated 3-5 articles which concern some aspects of the same topic, he should mount them on notebook paper and identify them by name of paper, date and page. In addition, he should summarize in a short paragraph the total impact of all his clippings.

1. Instructor's Information for Activity 7: View film 1999 and write at least one paragraph about the most significant change present in the film.

   a. Estimated Class Time: one period

   b. Suggested Grouping: Large group

   c. Content Outline:

      (1) Viewing film

      (2) Discussing film

      (3) Writing a paragraph about film

   d. New Vocabulary:

      (1) Astro-physicist

      (2) Botanist

      (Used in film)

   e. Learner Prerequisites: J9-201.01

   f. Instructor's Preparation Tasks:

      (1) Secure film 1999

      (2) Prepare ditto master for direction sheet

   g. Resources:

      (1) Film 1999

      (2) Ditto master for direction sheet

2. Developing the Lesson:

   a. Introduction:

      This film may be related to the first activity of this unit which involved the checklist about 1985, or it may be used independently as an example of how increased leisure time will make our choice of interests even more important in our way of life.

      Philco-Ford produced the film and all of the predictions are already possible today but not yet scaled in price to fit the consumers' pocketbook. It is obtainable without charge from a local source (Salt

River Project) by appointment.

You may want to discuss the words "Astro-physicist" and "Botanist" before the film, especially as they are used as answers on the student's direction sheet which is attached. You will probably want to have some general discussion of the depicted changes before the students start writing.

Establish your standards for the paragraph writing.

b. Student Tasks:

(1) Viewing film 1999

(2) Answering questions about it

(3) Writing a paragraph about a change

c. Summary:

The students should enjoy watching this film. It should prompt observations and questions. The direction sheet is short and optional; it seeks only to give some direction to their viewing.

d. Other Options: None

e. Enrichment:

a. Make a poster or montage showing present and future forms of objects.

7. 1999 Direction Sheet

Use a separate sheet of paper, head it as directed, and answer the following:

I. Indicate two changes in each of the following areas as shown in the film:

A. Clothing _____ _____

B. Housing _____ _____

C. Education _____ _____

D. Food Preparation _____ _____

E. Transportation _____ _____

II. Complete the following chart:

	Name	Approximate Age	Occupation	Leisure Time Activity
Father				
Mother				
Son				

III. What do you think will be the most significant or interesting change that will have occurred by 1999? Write a paragraph about this change and how it will have affected you personally. Your answer may be based on the film or on your own thinking.

INTERESTING AND DULL JOBS

Each of the boxes below contain the names of 4 different kinds of jobs. In each of the boxes, put the letter I in front of the one job that you think you might find the most interesting. Put the letter D in front of the one job in each box you think you might find the dullest.

___ arc welder	___ hair dresser	___ reporter
___ announcer	___ helicopter pilot	___ railroad conductor
___ actor	___ house painter	___ realestate salesman
___ architect	___ home maker	
___ butcher	___ intern	___ singer
___ baseball player	___ insurance salesman	___ seamstress
___ baker	___ private investigator	___ security guard
___ ballerina	___ inventor	___ servicemen
___ carpenter	___ jeweler	___ tailor
___ cowboy	___ jockey	___ truck driver
___ cartoonist	___ janitor	___ truant officer
___ clerk	___ junkman	___ telephone operator
___ detective	___ karate expert	___ undertaker
___ dentist	___ kindergarden teacher	___ union official
___ dairyman	___ lawyer	___ veterinarian
___ designer	___ legal secretary	___ vegetable grower
___ engineer	___ machinist	___ watchman
___ exterminator	___ miner	___ watch repairman
___ entertainer	___ motel owner	___ waitress
___ explorer	___ minister	___ writer
___ firemen	___ optometrist	___ wrestler
___ football player	___ orthodonist	___ X-ray technician
___ fruit grower	___ oil driller	___ xylophone player
___ fashion model	___ oceanographer	___ zoo keeper
___ garbage man	___ policeman	
___ gold miner	___ plumber	
___ garage man	___ printer	
___ gas station attendant	___ pianist	

Now, see if you can think of one or more occupations for each letter of the alphabet.

SPECIALIST VOCABULARY

There are many specialists in the field of medicine. Below there are four specialists with ten blanks beside them. See if you can fit the forty words in the list at the bottom of the page with the specialist who will particularly need to use the words.

1. Geriatrician _____ _____ _____ _____ _____

   _____ _____

2. Dermatologist _____ _____ _____ _____

   _____ _____ _____

3. Ophthalmologist _____ _____ _____

   _____ _____ _____ _____

4. Psychiatrist _____ _____ _____

   _____ _____ _____ _____

SPECIALIST VOCABULARY

arthritis	rheumatism	hysteria	schizophrenia
digitalis	pruritis	coronary	arteriosclerosis
eczema	retina	masochism	melancholia
libido	acne	senescence	claudication
cornea	yaws	psoriasis	hypochondria
angina	paranoia	emphysema	a stigmatism
impetigo	neurosis	glaucoma	pustulate
cataract	apoplexy	strabismic	myxedema
id	roseola	erysipelas	exophthalmic
ego	trachoma	monoptical	orthoptics

KEY - Specialist Vocabulary

1. arthritis, digitalis, angina, rheumatism, apoplexy, coronary, senescence, emphysema, arteriosclerosis, claudication

2. eczema, impetigo, pruritis, acne, yaws, roseola, psoriasis, erysipelas, pustulate, myxedema

3. cornea, cataract, retina, trachoma, glaucoma, strabismic, monoptical, a stigmatism, exophthalmic, orthoptics

4. libido, ego, id, paranoia, neurosis, hysteria, masochism, schizophrenia, melancholia, hypochondria

Word Games - Book 3

Published by: Word Games, P.O. Box 305, Healdsburg, Calif. 95448

FIND THE PROFESSION

To find the progession, fill in the blank in each word and transfer the letter to the box beside the word. Sometimes more than one letter can fit in the blank. Your job is to find the right letter. The word reading down in the boxes must spell a profession.

1. de__ight
   r__dio
   do__n
   l__ing
   sn__ak
   wo__d

2. wi__her
   ox__gen
   o__en
   oas__s
   noi__e
   no__ion

3. nu__ge
   oni__n
   mer__y
   me__al
   fl__wn
   enti__e

4. sha__k
   medic__l
   se__ious
   re__eat
   m__llow
   ma__ual
   ini__ial
   dr__ad
   ea__nest

5. li__it
   sw__ar
   noti__e
   t__rift
   to__st
   pru__e
   ju__ce
   in__hes

6. i__age
   ins__de
   fri__ge
   ga__ly
   fro__t
   raf__er
   mark__t
   th__one

7. tem__er
   y__eld
   woo__en
   v__yage
   whis__le

8. tu__e
   s__mmit
   pur__e
   re__el
   qu__te
   m__self

9. no__e
   pl__ral
   rega__d
   yea__t
   cl__rk

KEY - Find the Profession

1. lawyer
2. typist
3. doctor
4. carpenter
5. mechanic
6. minister
7. pilot
8. busboy
9. nurse

Word Games - Book 2

Published by: Word Games, P.O. Box 305, Healdsburg, Calif. 95448

MEDIA RESOURCES SHEET

Unit # J9-201.00

Title What Do I Like--What Can I Do?

Developers _____

P.O.#	QUANTITY	TITLE	TYPE	SOURCE	COST
J9-201.01		What Tests Tell	Filmstrip	Denoyer-Geppert	
		(Filmstrip from set of 4		5235 N. Ravenswood Ave.	
		"Aptitudes and Intelligence")		Chgo, Ill. 60690	$24.72
J9-201.02		Choosing Your Career	Filmstrip &	Guidance Associates	
			Cassette	Harcourt, Brace,	
				Jovanovich	$41.50
J9-201.02		1999	Film	Salt River Project	
				Free by appointment	
J9-201.03		High School Courses and Career	Filmstrip &	Guidance Associates	
		Selection	Cassette	Harcourt, Brace,	
				Jovanovich	$41.50

WHAT DO I LIKE—
WHAT CAN I DO?

MESA PUBLIC SCHOOLS DR. GEORGE N. SMITH—SUPERINTENDENT MESA, ARIZONA

Developed by the Guidance staff of

Mesa Public Schools with cooperation

and assistance from selected district personnel

Illustrations by Steve Laney and
Sally Valentine

Project Administration:

Byron McKinnon - Director of Guidance

Elaine Thompson - Guidance Specialist
Elementary Counseling

Duane Richins - Guidance Specialist
Junior High Counseling

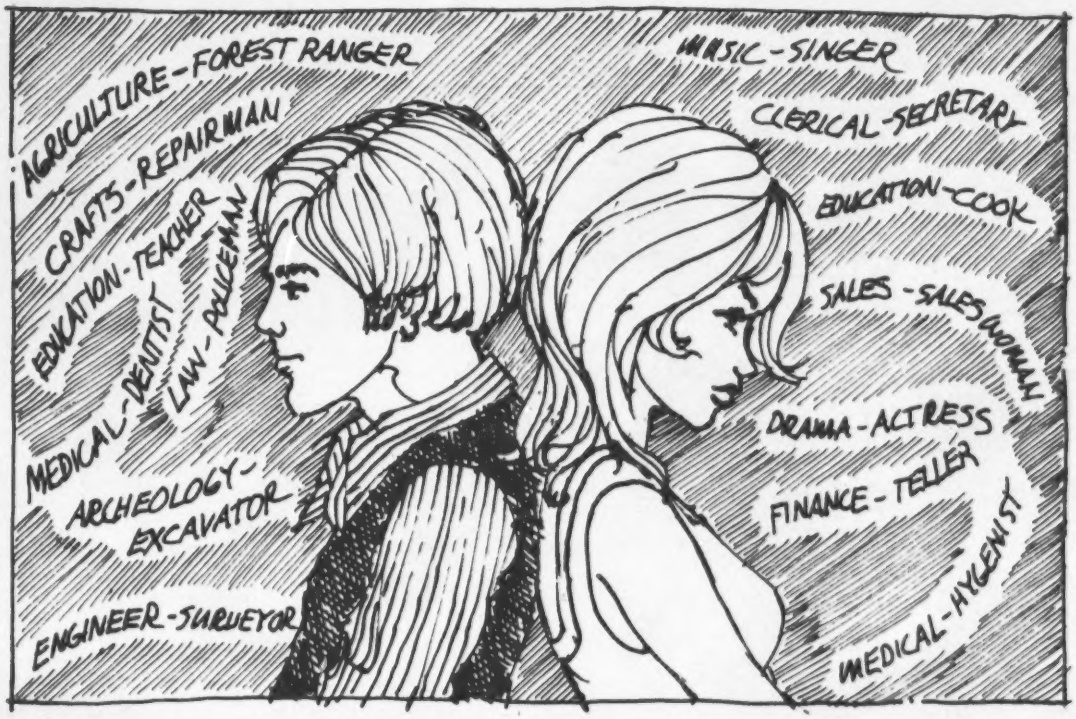
John Thomas - Guidance Specialist
Senior High Counseling

In cooperation with the Youth Development Research
Program of the American Institutes for Research,
Palo Alto, California

Printing by District Print Shop

WHAT DO I LIKE—
WHAT CAN I DO?

The purpose of this unit is to help the student identify through testing outstanding interests and relate them to his educational and vocational planning.



WHAT DO I LIKE -- WHAT CAN I DO?

Part I

MAKING SURE WE'RE MAKING SENSE:

By the end of this unit you will have:

1. Taken an interest survey test.
2. Studied vocabulary and performed other activities relating to the testing.
3. Evaluated your test scores in relation to your educational and vocational programs.

DID YOU DIG IT?

1. Can you spell and explain percentile and stanine?
2. In your opinion what is the purpose of the math class you are presently taking?

Have you ever thought about what your world will be like by 1985? What will you be eating for lunch....pizza, tacos, or reconstituted seaweed? How about your clothes...wools, cottons, and polyesters...or synthetic throw-aways, one wearing only? Will you be able to own and drive your own car? Or will there be an automated monorail, automatic control on every freeway?

Where will you be? How will you fit in? The courses you are taking now and will take in the future, along with the information you can gain from testing about your interests and other attributes, can help equip you for your rightful place in the World of Tomorrow.

As you complete each of the following activities, place a check on the line in front of each number. When there is a box ☐ rather than a line, have the instructor initial it after he has checked your progress.

____1. Using the following checklist as a guide, participate in a small group discussion projecting what you will be doing in 1985.

____2. Complete the answers on the checklist.

☐ 3. Write a summary paragraph: Me in 1985.

CHECKLIST: IN 1985

How old will you be? _____

Will you be single?_____ Married?_____ Number of children_____

How much would you like to live in/on/with?	Not at all	Fair amount	Very much
Earth			
Other planet			
Arizona			
Other state			
Other country			
Village			
Small city			
Large city			
Farm			
Ranch			
Cooperative			
House			
Mobile home			
Apartment			
Townhouse			
Barracks			
Parent's family			
Own family			
Friends			
Alone			

What would you like to be doing?

	Still in school
	Military
	Homemaker
Working:	Fire fighter
	Heavy equipment operator
	Fashion model
	Stenographer
	Carpenter
	X-ray technician
	Hair dresser
	Astronaut
	T. V. editor
	Accountant
	Real Estate salesman
	Forest ranger
	Computer programmer
	Brain surgeon
	Medical illustrator
	Social worker

One of the proven ways to help you make career decisions is through testing. You are now going to watch a filmstrip which will explain the purposes of different types of tests. Tests can help you to know yourself.

____4. View filmstrip What Tests Tell.

____5. Answer the following questions based on the filmstrip:

a. Name four types of standardized tests as explained in the filmstrip.

_____ _____ _____ _____

b. Name three types of "norms".

_____ _____ _____

c. Name three personal qualities that can lead to personal achievement.

_____ _____ _____

____6. Write the sixteen words as they are dictated to you (list may be obtained from the instructor).

1.	_____	9.	_____
2.	_____	10.	_____
3.	_____	11.	_____
4.	_____	12.	_____
5.	_____	13.	_____
6.	_____	14.	_____
7.	_____	15.	_____
8.	_____	16.	_____

☐ 7. Correct #5 and #6 with instructor's key.

_____8. Match these 16 words with the following definitions by writing the correct word number before the corresponding definition. Use your dictionary to check the meaning of any word about which you are uncertain.

____a. treatment of hair, skin, and nails.

____b. standard nine point scale used in testing.

____c. period of practical training under skilled workers

____d. people or a specific department concerned with employees

____e. guidance or training for a trade or skill

____f. that which causes a person to think or do

____g. a survey concerning useful or personal information

____h. courses designed for the student who plans to attend college

____i. done by hand or working with hands

____j. a scoring scale expressing your rank within a group of 100

____k. prospects of the future

____l. determining the value of property or idea

____m. $\frac{MA}{CA} \times 100$

____r. outline or graphic picture

____(. dealing with knowledge of machines or science

____). advancement

☐ 9. Check answers with key.

_____10. Complete OVIS packet.

_____11. Complete Student Information Survey.

_____12. Complete Interest Inventory.

WHAT DO I LIKE -- WHAT CAN I DO?

Part II

Before the results of your tests are returned to you, let's take a look at your past school record and present school situation. What information can you derive from them that will help you in planning future educational/vocational goals?

____1. Complete the following subject survey chart

SUBJECT SURVEY CHART

SUBJECT	8	9	10	11	12
English					
Social Studies					
Mathematics					
Science					
Physical Ed.					
Music-Art					
Shop-Home Ec.					
Typing					
Foreign Language					
Others					
Credits earned					
Total Credits					
Required-Graduation					

DIRECTIONS a. Write in pencil your number grade for columns 8 and 9.

b. In columns 10-11-12 mark an X in pencil for each subject area you expect to study.

_____2. Check the high school program you plan to take.

a. College prep_____ c. Vocational or Technical _____

b. Business or Commercial_____ d. General_____

_____3. Choose at least 3 current classes and write your idea of the purpose of each class.

a.

b.

c.

_____4. Interview the teachers of the same 3 classes and write out their statements of the purposes of their classes.

a.

b.

c.

_____5. Choose at least one of the three above classes and write on p. 11 a brief statement in response to at least one of the following:

a. What do I need to do to better achieve the purposes of this course?

b. How can I plan to continue developing my progress in this subject area?

c. What is the relationship between this class and my present career/ vocational plans?

_____6. View filmstrip <u>High School Course Selection and Your Career</u>.

_____7. Answer the following questions based on the filmstrip.

a. Most high schools now offer four basic programs: College Prepatory,

Business or Commercial, Vocational or Technical, and General. What are the purposes of each?

(1) College Prepatory:

(2) Business or Commercial:

(3) Vocational or Technical:

(4) General:

b. What types of courses are required for all students? Why are they required?

____8. Review vocabulary words in Part I, activities 6 and 7, and complete the following exercise. Use the letter of the corresponding word from the vocabulary list in the correct blank in the following sentences.

a. Good grades are important in earning_____to the next grade.

b. His rank on the mathematics section of the American College Test was in the 90th_____.

c. Even though she was still a senior in high school, she had already enrolled in a _____college and was studying hair styling.

d. The scholarship judges based their opinion of his _____ on his school grades, his standardized test scores, and faculty recommendations.

e. The student looked forward to his plumber's_____after graduation.

f. The girl had difficulty in reading. Therefore, she ranked in the second_____of that section of the test.

g. Her_____guidance counselor advised her to consider nursing or a health related occupation.

h. The term "blue collar" is often used to indicate_____labor.

i. Algebra and geometry are usually required in a_____program.

j. The man went to the _____ office to apply for the job.

k. After the interview he completed a _____ about his work experiences.

l. From this information the interviewer made an _____ of the applicant's vocational skills.

m. _____ as well as skill is necessary for success in any educational/vocational program.

n. I. Q. stands for _____.

o. The results of the interest survey will be reported on a special form known as a student _____.

p. Because he hoped to work in the aero-space industry, he followed a _____ program.

☐ 9. Correct your test from answer key obtainable from instructor.

____10. Receive your test results from your instructor/counselor and record test scores below.

A. OVIS

Scale Name	Rank	Stanine Profile	Scale Clarity Index	Related Occupations
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

b. Record scores of GATB (if applicable):

	Scores	3 Highest Scores	Related Occupations
1. General Learning Ability			
2. Verbal Aptitude			
3. Numerical Aptitude			
4. Spatial Aptitude			
5. Form Perception			
6. Clerical Perception			
7. Motor Coordination			
8. Finger Dexterity			
9. Manual Dexterity			

d. Record scores of DAT (if applicable):

	Stanines	3 Highest Stanines	Related Occupations
1. Verbal Reasoning			
2. Numerical Ability			
3. Clerical Speed and Accuracy			
4. Abstract Reasoning			
5. Mechanical Reasoning			
6. Space Relations			
7. Language Usage			

11. Using test interpretations, re-evaluate your student survey prepared in Activity 1, Part II.

___a. Do your test interpretations indicate additional classes you should consider in grades 10-11-12?

___b. Ask the instructor/counselor to help in choosing specific course titles suggested by the results of your tests.

___c. After making necessary changes on your survey chart, check your credit totals.

☐ 12. Have your survey initialed by your instructor/counselor.

ONE FINAL NOTE

Now that you have had your test results interpreted for you in the light of possible career areas, remember: tests are indicators only; they show how your scores rank in comparison with a large sampling of people with the same interests who have chosen certain occupations.

REMEMBER. Interest scores are not enough by themselves; there should be aptitude and achievement scores, and a consideration of motivation and other factors to back them up.

REMEMBER. The primary purpose of testing is simply to serve as a sign-post to point out possible roads for you to travel.

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5. (Continued) Write answer to at least one of the 3 questions here: